

MANNING EARLY CHILDHOOD CENTER

2759 Raccoon Road
Manning, South Carolina 29102

GRADES PK-1 Primary School

ENROLLMENT 524 Students

PRINCIPAL Marie C. Gibbons 803-473-4744

SUPERINTENDENT John E. Tindal 803-435-4435

BOARD CHAIR Ethel W. Sweat 803-435-4435

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent

Good

Average

Below Average Unsatisfactory

4

0

0

0

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Good	N/A
2004	Excellent	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for adequate yearly progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for adequate yearly progress.

PERFORMANCE RATING CRITERIA

Student attendance rate	95.4%
Student-teacher ratio in core subjects	20.9 to 1
Percent of parents attending conferences	99.0%
Days of professional development in early childhood devoted exclusively to knowledge and skills in working with children less than eight years old.	9.6

Type of accreditation: *(More than one may apply)*

<input type="checkbox"/>	Not pursuing accreditation
<input type="checkbox"/>	Conducting a self-study
<input checked="" type="checkbox"/>	State Department of Education
<input checked="" type="checkbox"/>	Southern Association of Colleges and Schools
<input type="checkbox"/>	American Montessori Society
<input type="checkbox"/>	National Association for the Education of Young Children

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
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Students (n= 524)

First graders who attended full-day kindergarten	100.0%	N/C	99.6%	98.4%
Retention rate	6.6%	Down from 8.5%	5.2%	4.5%
Attendance rate	95.4%	Up from 95.2%	95.9%	95.9%
With disabilities other than speech	2.8%	Up from 2.4%	3.8%	3.3%
Older than usual for grade	0.4%	Up from 0.2%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 36)

Teachers with advanced degrees	66.7%	Up from 64.9%	47.9%	52.9%
Continuing contract teachers	88.9%	Up from 86.5%	88.2%	91.2%
Highly qualified teachers**	100.0%	N/A	100.0%	100.0%
Teachers with emergency or provisional certificates	0.0%		3.2%	0.0%
Teachers returning from previous year	87.8%	N/A	87.8%	89.3%
Teacher attendance rate	93.9%	Down from 94.5%	94.8%	94.8%
Average teacher salary	\$39,636	Up 3.1%	\$40,031	\$40,249
Prof. development days/teacher	23.9 days	Up from 18.4 days	14.8 days	15.7 days

School

Principal's years at school	4.0	Up from 3.0	5.5	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 18.9 to 1	20.1 to 1	19.4 to 1
Prime instructional time	87.6%	Down from 92.1%	89.2%	89.4%
Dollars spent per pupil*	\$4,785	Down 1.2%	\$5,056	\$5,720
Percent of expenditures for teacher salaries*	68.7%	Up from 65.8%	68.6%	64.5%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	91.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance rate in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Manning Early Childhood Center adopted the motto "Making Every Child Count." We believe it is our mission to ensure this is true for all of our children.

During the 2003-2004 school year, MECC served 629 pre-kindergarten through kindergarten children. Approximately 60.7% of our children were black, 34% white, 3.3% Hispanic, and 2.39% other. 76.3 % of our students qualified for free and/or reduced price lunch.

Student attendance and tardies continue to be a grave concern. Our attendance percentages have been below the state average for four consecutive years. In 2001, it was 95.89%. In 2002, it dropped to 95.45% and down to 95.18% in 2003. In 2004 we saw a slight increase to 95.43%. If our student attendance does not improve, it is going to effect our report card rating.

Another area of concern is increased class sizes. Another component of our report card is based on the pupil-teacher ratio. Budget cuts across the state have caused us to lose teachers and thus increase the size of classrooms. We are concerned that this may have an adverse effect on future report card ratings.

Teacher evaluation surveys have indicated 100% of teachers are satisfied with the learning environment; 100% are satisfied with the social and physical environment and 94% are satisfied with the home-school relations. 36 teachers were surveyed.

Special Programs and Accomplishments for the 2003-2004 school year include:

- * Manning Early Childhood Center was named a "Red Carpet School" by the State Department of Education. This award is given to schools with outstanding family-friendly environments.

- * 81% of our 42 professional staff members have master's degrees or above;

- * Four teachers hold the elite distinction of National Board Certification and fourteen additional teachers are vying for the title;

- * A district-wide program to provide additional planning and staff development opportunities for teachers was initiated through early Friday dismissal. This provided teachers with invaluable learning opportunities to assist them in being better prepared for classroom instruction;

- * The "Early Childhood Environmental Rating Scale" (ECERS) was used to assess each classroom environment and improvements were made;

- * All instructional assistants are involved in training to become "highly qualified" as defined by the federal "No Child Left Behind" legislation;

- * Four-year-old classes included full- and half-day sessions. Twenty slots were provided through "First Steps" funding. Twenty additional full-day slots were added in January through an "Early Reading First" grant. Four-year-old children increased their language scores on the DIAL-3 from an average score of 11 to an average of 18;

- * Networked computer programs for reading and math & Internet access;

- * "Great Explorations in Math and Science" kits were used for hands on activities;

- * "Second Step" & "Life Skills" conflict resolution and violence prevention programs were offered;

- * Service Learning Projects such as "Pennies for Patients" and food drives were held;

- * Applied Behavior, Occupation, Physical, and Speech Therapies are available;

- * Gross motor skills are enhanced through the use of a bike track;

- * Accelerated Reading Program was utilized;

EVALUATIONS BY TEACHERS

	Teachers
Number of surveys returned	0
Percent satisfied with learning environment	N/R
Percent satisfied with social and physical environment	N/R
Percent satisfied with home-school relations	N/R